



**2012-2013 Academic Year**

**Academic Affairs Annual Division Plan**

**PLANNING**

**a. Review of Previous Goals**

Formal goals have never been set for Academic Affairs. However, a Student Success plan for AY 2011-2012 was finalized for the division in October 2011:

<u>Description</u>	<u>Effectiveness Measure</u>	<u>Strategies</u>	<u>Progress</u>
Engage in broad-based dialogue regarding student success and best practices	Improved student success, retention, and persistence, leading to improvement in transfer to 4-year institutions, completion of terminal CTE certificates and degrees, and placement of students with employers.	<ol style="list-style-type: none"> <li>1. Hold two instructional staff and faculty professional development days focused on strategies for increasing student success.</li> <li>2. Hold at least one professional development day specifically directed at adjunct faculty members to explain and promote strategies of student success.</li> <li>3. Continue to hold semi-annual Career Technical Education collaboration and professional development retreats.</li> <li>4. Create a new participatory governance committee focused on Student Success, whose charge would be to oversee and provide guidance to student success efforts through the whole process from initial contact through remediation to degree-transfer completion.</li> </ol>	<ol style="list-style-type: none"> <li>1. one done, one pending</li> <li>2. done</li> <li>3. one done, one pending</li> <li>4. not done</li> </ol>
Create better structured programs of study designed for completion and more effectively publicize program information for	Increased student persistence through and completion of programs; increased percentage of students successfully completing 12 units within one year.	<ol style="list-style-type: none"> <li>1. Audit all programs college-wide with the purpose of revising programs that are challenging for students to achieve and eliminating obsolete programs that no longer fit transfer or workforce needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. ongoing</li> </ol>

<p>students</p>		<ol style="list-style-type: none"> <li>2. Develop a new program review template for instructional programs that centralizes student performance and SLO achievement and provides for standardized data sets for decision-making and resource allocation.</li> <li>3. Create pathways of completion for each program and each site it is offered.</li> <li>4. Revise program information on the College website and in promotional materials to better publicize and more effectively facilitate student entry into and exit out of programs.</li> <li>5. Integrate program outcomes, completion rates, costs, and gainful employment data with other program information on the college website and in promotional materials so students have all the information they need.</li> </ol>	<ol style="list-style-type: none"> <li>2. to Senate for adoption</li> <li>3. to be done in Spring</li> <li>4. to be done in Spring</li> <li>5. to be done in Spring</li> </ol>
<p>Improve the education of basic skills students</p>	<p>Increased student retention and success in basic skills courses; better student improvement at the next level of sequenced courses in writing, reading, and math.</p>	<ol style="list-style-type: none"> <li>1. Implement a Student Success (Basic Skills) lab at IWV, KRV, Mammoth, and Bishop to provide supplemental instruction in reading, writing, and math.</li> <li>2. Add a focus on learning/study skills and self-efficacy skills to the course outlines of record in all basic skills courses.</li> <li>3. Provide mandatory, focused professional development for all instructors (full- and part-time) who teach basic skills courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. done at IWV, to be done at other sites</li> <li>2. to be done in Spring</li> <li>3. scheduled</li> </ol>
<p>Broadly implement strategies to more actively engage students in learning</p>	<p>Increased student retention and success within courses and more students persisting within programs; increased percentage of students who successfully complete, within</p>	<ol style="list-style-type: none"> <li>1. Use SLO achievement data to review courses and concepts within courses that are challenging for students to accomplish.</li> </ol>	<ol style="list-style-type: none"> <li>1. ongoing</li> </ol>

<p>Implement a more effective enrollment management process that uses student demand and program design to determine scheduling needs</p>	<p>one year, courses one level below transfer and then at transfer level, in the areas of math and English.</p> <p>Fewer added/cancelled sections; fewer DR grades; better student retention and success</p>	<ol style="list-style-type: none"> <li>2. Make more effective use of learning support services such as tutoring and other supplemental instruction in degree and transfer courses.</li> <li>3. Re-institute proctoring in at least one department as a method for more effectively authenticating student identity in distance education courses.</li> <li>4. Integrate the CTE Student Success Moodle for tutoring, mentoring, and making course materials available for CTE programs.</li> <li>5. Establish a pilot cohort model for CTE programs with defined entrance requirements and an application process; this cohort will follow a specific program sequence of courses that will be established via the approved career pathway; a cohort tutor will be assigned to work with the group during specified times.</li> <li>6. Let departments and individual department initiatives be laboratories for effective student success strategies; use faculty chair meetings as a conduit for reporting-out of successful strategies; compile a 'report card' of successful strategies at the end of the year.</li> <li>1. Build a schedule for student success that reflects student demand and program design; adhere to that schedule.</li> <li>2. Establish and adhere to first-day login and enrollment procedures that reflect best practices in getting the right students into the right classes at the right time.</li> </ol>	<p>2. ongoing</p> <p>3. done</p> <p>4. done</p> <p>5. ongoing</p> <p>6. ongoing</p> <p>1. in process for Spring</p> <p>2. in process</p>
---	--	---	--

**b. Review of Overall Section**



## Instruction

Under new leadership, the Academic Affairs division is having to play catch up in the areas of planning, program review, and SLO Assessment. By the end of this current Academic Year (2011-2012), the division proposes to be current with all SLO assessment and program reviews. This will have been a massive undertaking, not so much because the processes have not been in place or because the understanding of assessment has been absent, but simply because departments were not kept to due dates and timelines. Completion of these tasks were allowed to slip and slip until we were in the position of having to catch up all at once. This current year, however, we have made significant progress in cleaning up programs and getting SLO's and program reviews on a clear path to completion. Several programs have been revised; many obsolete programs have been inactivated. As of December 1<sup>st</sup>, we now have a list of all programs at all sites so that we can complete the next steps of effectively building a long-term schedule. The effect of this has been to enormously clarify what SLO and program review work remains to be done. Faculty chairs have developed a timeline for completing SLO's. An adjunct professional development day was run in November to assist in this effort. Program reviews are not just scheduled but will be assisted to completion by the college's new Institutional Effectiveness Committee.

In terms of planning, another most important piece that has gotten accomplished this year is the formulation of an integrated planning cycle. This is important not just for providing a way to connect the different levels of planning (section and divisional plans for Academic Affairs have never been written before) and not just to better align divisional goals and resource allocation with overall college strategic goals, but also to give us a foundation to develop and disseminate institutional data and documents. An Institutional Planning sub-web has been started to house the college's annual unit plans and other documents that are part of the integrated planning cycle. A work plan and set of priorities has been conveyed to the institutional researcher with the result that a comprehensive set of Program Review data was made available by November 30 for programs undergoing program review this year. In short, a plan for data needs has been largely developed, as has a mechanism for disseminating information and planning documents----something the division has desperately needed.

Student success has emerged this year as a high priority for the district and the college. The division has met this objective by creating a student success plan for 2011-2012 and by focusing on program clean up as its highest priority. As mentioned above, numerous programs have been revised or inactivated so that better structured programs of study designed for completion can be offered to students beginning Fall 2012—a leaner catalog reflecting more accurately the programs we can commit to offering. A secondary effect of this is that we can more effectively publicize program information for students on the college website. Now that we have determined which programs can be offered at which sites, we are in position to create much more effective program pages as a marketing tool and be able to publicize information up front to students, such as two-year pathways for each program.

Last year saw the convening of a Distance Education Task Force to recommend solutions for the accruing problems of our distance education program here at Cerro Coso. Among those recommendations were resuscitating the faculty online training program, getting some agreed upon language established about regular effective contact and minimum expectations, and hiring a Director of Distance Education. These projects are all in process and on schedule to be completed by the end of this current year. What remains for next year will largely be establishing and implementing a professional development plan and setting one- and two-year goals for distance ed improvements—all with student success as the objective and prime motivating factor.



### Learning Support Services

One of the efforts of this current year across the college as a whole has been to shore up our tutoring and learning support services, including proctoring. The LAC and LRC folks have met with the site directors and worked out a plan for consistent staffing in each of the LAC/LRC's and for minimum services that will be provided. The prior model of staffing the LAC's with faculty members worked well for IWV with its core of full-timers. But it was expensive and did not work so well for the other campuses who had to juggle various adjunct faculty from semester to semester. With dedicated permanent employees, the centers can get the kind of traction they need to establish consistency and stability in these services. It also permits basic skills to ramp up its student success labs and begin deploying them out to the non-IWV campuses, including online where the CTE program has already been piloting a Moodle-based version.

As for the Learning Resource Centers and library services, the college has a demonstrated need for an additional librarian. Now is probably not the time to hire that person, but with the library's intention to bring more research and reference help to courses and programs, as well as to expand the scope and functionality of the LRC website, this position should be on our radar for future consideration.

### c. Goals for Upcoming Year

#### ***Goal 1: Foster a Comprehensive and Rich Learning Environment: Implement a variety of student success strategies to more actively engage students in learning***

1. *Connection to College Strategic Goals:1, 2, 4*

2. *Specific internal or external condition(s) the goal is a response to: Accountability expectations of such agencies as CCCCO and ACCJC/WASC—in particular, the level of “Sustainable Continuous Quality Improvement” demonstrated in all three ACCJC rubrics; KCCD strategic goal #1, ‘Greater responsiveness to community needs through programs offered, the establishment of college areas of particular strength, and area workforce development.’; KCCD strategic goal #2, ‘Respond more effectively to the needs of under prepared students.’*

3. *Strategies:*

- a. *use Program Review and Student Learning Outcomes data to identify gaps in achievement and implement improvements*
- b. *Hold two instructional staff and faculty professional development days focused on strategies for increasing student success.*
- c. *Hold at least one professional development day specifically directed at adjunct faculty members to explain and promote strategies of student success.*
- d. *Continue to hold semi-annual Career Technical Education collaboration and professional development retreats.*
- e. *Create an in-house Student Success data repository to gather and report out best practices.*



*4. Measure of Success: improved success and retention; increased percentage of students who successfully complete 12 units within one year; increased scores on all benchmarks as measured by the Community College Survey of Student Engagement (CCSSE) 2011 baseline.*

**Goal 2: Become a model of Student Success: Improve online instruction**

*1. Connection to College Strategic Goals: 1, 2, 3, 5, 6*

*2. Specific internal or external condition(s) the goal is a response to: Comparatively low student success and retention rates in the online environment; accountability expectations of such agencies as CCCCCO and ACCJC/WASC; KCCCD Strategic Goal 1, 'Become an exemplary model of student success'; KCCCD Strategic Goal 3, 'Foster a comprehensive and rich learning environment'; KCCCD Strategic Goal 4: 'Strengthen personnel and institutional effectiveness'*

*3. Strategies:*

- a. develop a required modular self-assessment orientation/tool for first time, online students to assess readiness for courses offered via Distance Education.*
- b. develop "Guidelines for Effective Practices in Distance Education"*
- c. provide resources to revise the Online Faculty Training curriculum to be offered as training modules, either in-house or through Contract and Community Education.*
- d. provide resources to support faculty in developing high-quality, interactive, content rich courses by providing ongoing training, professional development, and ongoing assessment of emerging technologies to enhance courses offered via Distance Education.*
- f. develop a process for reviewing individual course sections that are offered, or proposed to be offered, via Distance Education delivery.*
- g. implement a proctoring support program for online courses.*
- h. make an extensive tutoring program available to all distance education students.*
- i. develop and implement a method of informing faculty of available features in Moodle and provide training in the use of those features.*

*4. Measure of Success: increased success and retention in online courses.*

**Goal 3: Become a model of Student Success: Improve basic skills instruction**

*1. Connection to College Strategic Goals: 1, 2*



2. *Specific internal or external condition(s) the goal is a response to: Comparatively low student success and retention rates; continued involvement in the Basic Skills Initiative; accountability expectations of such agencies as CCCCCO and ACCJC/WASC; Student Success Task Force recommendation #4, 'Improve the Education of Basic Skills Students.'; KCCD Strategic Goal 1, 'Become an exemplary model of student success'; KCCD Strategic Goal 3, 'Foster a comprehensive and rich learning environment'; KCCD Strategic Goal 4: 'Strengthen personnel and institutional effectiveness'*

3. *Action Plan:*

a. *use Student Learning Outcomes data, tutoring usage statistics, and other information to identify gaps in achievement and implement improvements.*

4. *Measure of Success: Completion of a formal report evaluating the changes, by December 15, 2012; better course retention, success, and achievement of SLO's in Fall 2012 and Spring 2013 semesters.*

**Goal 4: Respond to Community Needs: Partner with local-area high schools to improve college-going rates**

1. *Connection to College Strategic Goals: 1, 2*

2. *Specific internal or external condition(s) the goal is a response to: Student Success Task Force recommendation #1, 'Increase College and Career Readiness'; KCCD strategic goal 1, 'Become an exemplary model of student success,; KCCD strategic goal 6, 'Respond to community needs';*

3. *Strategies:*

a. *Initiate or continue meetings between college and high school faculty to align curriculum in the areas of English, Math, and Science.*

b. *Continue to update CTE articulation agreements with feeder high schools.*

c. *Pilot a Middle-College or 'dual enrollment' program at KRV*

d. *Research grants that will engage the college with local high schools*

4. *Measure of Success: Report formally completing alignment of math and English skills with each participating high school. Perhaps complete articulation agreements.*

**Goal 5: Strengthen Institutional Effectiveness: Operate at the level of Sustainable Continuous Quality Improvement in both Program Review and Student Learning Outcomes**



1. *Connection to College Strategic Goals: 1, 2, 3, 4, 5*

2. *Specific internal or external condition(s) the goal is a response to: KCCD Strategic Goal 1, 'Become an exemplary model of student success'; KCCD Strategic Goal 3, 'Foster a comprehensive and rich learning environment'; KCCD Strategic Goal 4: 'Strengthen personnel and institutional effectiveness'; ACCJC Rubrics for Program Review and Student Learning Outcomes*

3. *Strategies:*

- a. Make sure program review processes are ongoing, systematic and used to assess and improve student learning and achievement.*
- b. Review and refine the program review processes as needed to improve institutional effectiveness.*
- c. Use the results of program review to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.*
- d. Make sure student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.*
- e. Continue ongoing, pervasive and robust dialogue about student learning*
- f. Evaluate student learning outcomes processes.*
- g. Evaluate and fine-tune organizational structures to support student learning*
- h. Make student learning improvement a visible priority in all practices and structures across the college.*
- i. Link learning outcomes specifically to program reviews.*

4. *Measure of Success: completion of program reviews and student learning outcomes on schedule; dialogues and flex day activities on improved program review and SLO processes; program and course improvement plans; completion of comprehensive assessment reports*

## RESOURCES

### a. Facilities

#### **Liberal Arts and Sciences:**

The new Art Building at IWV has been completed and occupied, and much of AY 2012-2013 will be spent troubleshooting problems. A request has been made to convert more of the EW into smart classrooms, but this is a relatively low priority since scheduling can accommodate the need for now. But as a long-term goal, it would benefit instruction to make each of our classrooms into smart classrooms.





One additional long-term need at IWV is to increase the number of larger classrooms that can accommodate between 35 and 50 students. Right now, classes offered in the East Wing (except those in 203 and 206) are capped at 30 because that's the room there is. Likewise, the computer labs in the LRC hold a maximum of 29-30 students. It is hoped that much of the swing space on the third floor will be converted into larger classrooms in the coming months and years.

The biggest facilities need for the LAS sub-division is a college center at California City. While many of the course offerings in LAS do not require special rooms and could be taught at California City High School, for instance, some courses do—in particular, Art, Music, and Science. At least one iTV classroom would make the center much more viable, to receive instruction from Ridgecrest and KRV. In terms of learning support services, once we commit to an on-ground presence at California City, we will need to offer the same minimal services that we offer at the other sites: an LAC, an LRC, and minimal staffing.

The same goes for KRV, though we know we will not be out of our current lease at Lake Isabella until the end of the academic year. Still, much planning will be going on for KRV during AY 2012-2013. The current idea to leverage our proximity with the local high school means we can use their Art/Music and Science facilities and not have to establish or equip our own. If that doesn't work out, however, then we will need a plan B.

#### **Career Technical Education:**

*Administration of Justice/Fire Technology/EMT/Occupational Safety:* A permanent space for ADMJ/FIRE/EMP/INSF to hold academies and classes has been requested over the past several years. They are in a temporary space in 350D, but need a permanent location dedicated to these programs. Equipment for the instruction of these programs is scattered all over the IWV campus and is not secured. We have received some large equipment as a donation (simulators) that cannot be put in the temporary space (3<sup>rd</sup> floor) as they are too heavy and require sufficient space. This equipment is currently in the old machine tool area awaiting a home.

*Trades Instructional Space:* Additional space is needed at the IWV site for trades (Industrial Technology (Electronics/ Engineering Technology, Fabrication, Renewable Energy, Welding) programs. Much of the new equipment coming in (e.g., mock-up of a wind turbine) is large and is impeding instruction. The request to make use of the old Machine Tools area (WW 147) has been submitted to the President and already approved; however, a detailed configuration of how the space is to be used and timeline for the move has yet to be finalized.

*KRV Health Careers Skills Lab:* The TAA grant will require the setup of a new skills lab and an iTV classroom at the Kern River Valley campus. Current space is not available or adequate for the new LVN and Medical Assisting programs at that campus.

#### **Kern River Valley and South Kern campuses:**

The search for campus facilities at each of college center sites continues to be a priority. The direction of developing a Middle College Model that partner with the public schools and the college center requires facilities that serve the college students and the high school students that are ready to benefit from enrolling in college credit instruction. The college facility and the join use facility will need to serve students with morning, afternoon and evening courses.



The TAA grant for Health Careers will require the setup of a new skills lab and an iTV classroom at the Kern River Valley campus. Current space is not available nor adequate for the new LVN and Medical Assisting programs at that campus.

**Eastern Sierra College Center campus:**

The Campus Director of ESCC has submitted a list of facilities items that can be found in that section plan. These range from the very small (e.g., hose bibs at the Bishop campus) to the very large (a culinary facility at the Mammoth campus). The bottom line for this campus, however, is that the facilities at ESCC are currently adequate for the programs being offered. Troubleshooting is needed and new and/or expanded facilities may be required if programs grow or change.

**b. Information Technology**

**Liberal Arts and Sciences:**

IT requests for LAS involve requests across the sub-division for replacements and upgrades of existing equipment. An enumeration of the items can be found in the sub-division's Section plan. Of the larger IT requests for LAS, the two most important are the following:

*Learning Assistance Center.* The LAC's require some equipment to augment student success labs, such as headsets to be purchased through the Basic Skills grant. Another request is the purchase of dedicated computers for SARS tracking at each campus location (iwv, kr, escc-B, and escc-M). This fits with the unit's goal to consolidate its data collection although it's unclear why BSI monies cannot be leveraged for this. These are important goals for the unit.

*California City and Lake Isabella.* If we intend to establish an on-ground presence at California City in AY 2012-2013 in our own building, we will need at the minimum to outfit one full iTV classroom as well as computers for a combined LAC/LRC similar to KRV, Bishop, and Mammoth. As part of our move at Lake Isabella, we will be needing to outfit one more iTV classroom.

**Career Technical Education:**

CTE has multiple requests across the section for replacements and upgrades of existing equipment. There are also continual software requests which are required to operate programs specifically in Media Arts and Web Design. There is a request for the Emergency Medical Technology program to purchase 20 laptops to be used in South Kern for instruction and certification testing. In addition, there are requests to purchase a projector and a printer for this program to print CPR and First Aid cards. This spring CTE is launching a Tablet project in the on-ground classrooms to determine if the integration of tablet technology can improve instruction and learning in the classroom. The initial purchase will be out of VTEA funds but the tablets will require ongoing



maintenance.

**Kern River Valley and South Kern campuses:**

No needs substantiated.

**Eastern Sierra College Center campus:**

IT needs at Eastern Sierra are enumerated in the Section Plan. They essentially fall into two categories. The first is to expand access, such as fully implementing open access wireless, setting up kiosks at Bishop and Mammoth A&R, and expanding bandwidth for the sites in general. The second is to standardize the equipment, such as imaging ESCC computers with the same software as the IWV computers, installing full A/V capabilities in all ESCC classrooms. These items, though not mission-critical, would make the campuses more uniform and consistent with the rest of the college.

**c. Marketing**

**Liberal Arts and Sciences:**

As expressed in the section plan, the entire area of LAS is in need of marketing on two fronts. The first is to publicize our business—what programs we offer, where we offer them, how we offer them. As we continue to turn the website into a marketing and PR tool, we need to streamline and enhance the information we give students up front about our programs. This effort is underway in AY 2011-2012, but next year we'll need to assess how much our changes have made any difference and what needs to be further refined.

The second front is simply to make our planning and our assessments visible to the community. How well we are doing what we say we are doing? Making this information available to prospective students, current students, and the community at large is a very very important piece of our accountability to agencies such as the CCCCCO and WASC. And with these planning and assessments also comes our ability to showcase our achievements. It would be a great idea to keep our successes in front of the public through a marketing campaign specifically designed for that or at least an annual report card.

**Career Technical Education:**

Besides participating in the same outreach as above, the CTE area has an additional need to be present in the marketing of its programs at all sites. Currently, CTE reaches into the K-12 system through such events as I Want to Go to College and Preview Day, as well as directly promotes programs at high school career days, career fairs, and various other events throughout the year. CTE uses restricted-fund money to print and distribute program brochures. Other promotional strategies have included giveaways and professional shirts and other items that showcase the 'brand.'



**Kern River Valley and South Kern campuses:**

The biggest marketing need in these areas for AY 2012-2013 is to keep the communities informed of our plans. At South Kern, we will be expanding into California City during this year—communities need to know how and why. We will also be planning to move KRV to a new physical location, and the same holds true: the community could benefit from having our plans, thoughts, and justifications continually in view.

A marketing kit of the type identified in the ESCC plan would also be of benefit to the Site Director to facilitate PR activities at the campus.

**Eastern Sierra College Center campus:**

Specific items for marketing, including supplies and equipment, are identified in the Section plan. The ESCC Director does a lot of her own marketing. A key theme in her requests is to enhance the web presence of the site and do a better job leveraging social media such as Facebook and making use of internal and external listservs.

**d. Professional Development**

Professional Development needs are similar at all campuses, so the following are not split out below. In general, when it comes to professional development, the college needs to do a better job leveraging a number of different types of professional development resources, not just sending people to conferences.

For Faculty specifically, one very important professional development need is to get flex up and running. As indicated in the section plan for LAS, the intention is to use AY 2011-2012 to get a fully-functioning flex system in place—expectations, timelines, contracts, etc. But what that means for AY 2012-2013 is that we will be running one entire cycle of it to analyze how it went, identify gaps, and recommend improvements for the subsequent year.

In terms of specific threads, the following are high priorities:

*Faculty Online Training.* Given the large number of courses in this sub-division that are run online, the college desperately needs broad-based online training . . . for new instructors as well as seasoned veterans. One thing we have not done well—or at all—is do continued professional development for already-trained online instructors. We need to not only do this better but make it a part of our culture to have high expectations of ongoing training.

*Faculty Training for Adjunct Instructors.* The first professional development day for adjunct instructors in Fall 2011 was well attended and warmly received. At the end of that event, instructors told us what they wanted more training on, with the top three being student success strategies, deepening student



engagement, and online training. The goal for next year is to offer another training day for adjuncts with higher expectations of faculty chair attendance.

*Faculty Career Technical Education Professional Training.* Many of the requests from CTE area are to attend professional organization conferences where faculty can connect with colleagues across the state and nationally. The connections can create mentoring possibilities and sometimes form collaborations with national impact. In addition, regional meetings, statewide meetings and district meetings can yield professional development opportunities as they meet with colleagues as a district, a state or a region. Frequently there is training at these sessions.

*Faculty and Staff Training in Basic Skills.* Not just faculty but staff also in the LAC's and even LRC's must continue to be informed about best practices in developmental education so that classroom instruction and learning support services are all on the same page. Next year, we need to evaluate the results of basic skills performance in Spring 2011 and Fall 2012 after instructors were trained for soft skills, identify gaps, and implement additional training as appropriate.

*Faculty and Staff Training in Safety and Emergency Management.* This continues an extremely important, mission-critical initiative for the college, that all employees—faculty and staff together—be informed of college disaster-preparedness procedures, roles, and resources and know what to do in case of an emergency of this kind.

#### **e. Staffing**

The following staffing requests have been made in the plans indicated below. Justifications can be found there.

##### **Unit Plans**

###### *Faculty*

Business at IWV

English at IWV

Industrial Technology Generalist at IWV

Library at IWV

Administration of Justice at IWV

Nursing (x2) at IWV

Art at ESCC

###### *Classified Staff*

Department Assistant II for Public Service



## **Section Plans**

### *Classified Staff*

TAA Grant Manager at IWV

TAA Grant Assistant at IWV

Site Office Coordinator at ESCC

Educational Advisor at ESCC

Custodian at ESCC

Teaching Assistant (x2) at ESCC

Educational Advisor at SoK/KRV

Program Manager/Site Coordinator at SoK/KRV



**Annual Division Plan  
2012-2013 Academic Year**

**Student Services**

**PLANNING**

**a. Review of Previous Goals**

**Goal 1: Encourage broad based participation in dialogue about Student Success and Institutional Effectiveness.**

*Strategies*

- Host a Student Success Summit to include all stakeholders to take a community approach to student retention, success, and completion.

Student success has been discussed on an ongoing basis within the Student Services Executive Council (SSEC) and within the various student services areas. During the fall semester, an All Student Services Staff training was conducted with a focus on moving from a focus solely on open access to a focus on strategic access and student success and completion. All student services staff from all sites attended. The dialogue focused on the shift at the state and institutional level to develop policy, goals and strategies that set student completion as the primary priority. Following this dialogue, department areas met to discuss current strategies and student learning outcomes assessment. This outcome of these discussions were captured and will be used to inform the February planning and evaluation meeting of the Student Services Executive Council and, specifically, the development of the next cycle of Student Learning Outcomes.

**Goal 2: Improve coordination of and communication between student services departments to create a more streamlined, seamless process for all students at all sites.**

*Strategies*

- Continue to host bi-annually All Student Services staff and faculty professional development retreats.



- Continue to hold bi-annual Student Service Executive Council collaboration and profession development retreats.
- Design and implement Virtual One Stop Student Services center according to the guidelines for the website remodel.
- More fully implement cross-training of staff and faculty between departments.
- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.

For all Above Strategies:

Each Student Services Department hold regularly scheduled meetings that include department staff at all sites. These meetings are designed to communicate updates and changes, provide the sites an opportunity to communicate and ask questions, and, ultimately, increase the accuracy and consistency of services provided. Due to the ongoing illness of the Director of Financial Aid, these meetings have been less consistent. Given the number of changes to rules and regulations governing our Financial Aid processes, this is particularly problematic and will need to be addressed in the spring.

Retreats or professional development days have occurred once a semester for both all student services staff and the Student Services Executive Council. The all staff meetings have focused on customer service, information sharing and teambuilding, coordination of services, and updates on policy, procedure and legislative changes. Out of these discussions have come some strategies for better coordinating communication among student services departments and with the sites. In the fall, a Student Services Group was developed to house all current forms, policies and procedures, Student Learning Outcomes and assessment data, and announcements for all student services departments. Since this is a web-based tool all staff, faculty and administrators in student services have access to, this will allow for better coordination and ensure that all have access to current and consistent forms and information. Additionally, an all student services calendar is being developed to provide a master calendar of all processing, event, and reporting dates associated with student services. This will help departments in better coordinating and communicating with one another. This calendar will be in place at the beginning of the Spring 2012 semester.

Very little progress has been made on revising web information and services for student services online. An overall, institutional approach to web information has yet to be developed. Though the Luminis portal has been implemented, no clear strategy for approaching internal versus external information has been developed. While the need to completely change our approach to providing online information and services for student services is urgent, it will be challenging to accomplish this until and overall direction for the college has been set. We will continue to make modification and updates to better provide information and service with our existing sites until a more comprehensive change can be made.

**Goal 3: Fully implement data informed planning, assessment, and continuous quality improvement for all Student Services.**





### Strategies

- Convene student and community focus groups for input on Student Services accessibility, modes of delivery, student satisfaction, consistency and accuracy.

Focus groups have not yet been conducted, but will be scheduled during the spring term and will deal particularly with the components of Matriculation.

- Provides an opportunity for direct student feedback.

Satisfaction with services information has not been gathered in Student Services for several years. A survey instrument has been developed and will be administered to all sites and online during the spring 2012 semester. The information yielded from this survey will be used to develop trainings and to identify professional development needs for student services staff, faculty, and administration.

- Develop consistent data sets to be reviewed on an annual/bi-annual basis depending on the nature of the data.

The Student Services Executive Counsel has worked with the Institutional Researcher to develop an annual data plan for Student Services. This data plan has been started and will continue to be more fully developed. The plan includes three levels of data including usage, satisfaction and effectiveness for all student services departments and programs.

- Fully implement accessible data tools to allow departments to have direct access to data needed for program improvement.

As the data plan is being developed, tools for gathering this data are also be identified and developed. Along with the plan will be the mechanism for efficiently gathering this information from term to term, year to year.

- Regularly review and update Administrative and Student Learning Outcomes and Assessments to facilitate continuous quality improvement.

Student Learning Outcomes are included in the unit plans for all student services programs. In February, the Student Services Executive Council will meet to identify Administrative Units Outcomes, discuss assessment results, any identified gaps, and the overall outcomes assessment cycle.

### **Goal 4: Develop and implement strategies to improve success and retention rates for first year students.**

#### Strategies

- Require Student Athletes to participate in an extended orientation developed according to the specific needs of Student Athletes.

All student athletes were required to participate in an extended orientation during fall 2011 semester. This information includes specific support services available, the need for a student educational plan, and the specific regulations with which they must comply to maintain eligibility. The Athletic Director, coaches, counselors, educational advisors, financial aid representatives, and the Director of Admissions and Records and Veteran's Affairs helped to facilitate the orientation.



- Require Veteran Students to participate in an extended orientation developed according to the specific needs of Veteran Students. While participation is not required, an extended orientation has been developed and was delivered to Veteran students during the fall semester. Approximately 40 students participated in this extended orientation that was developed specific to the information most needed by Veteran students to increase the likelihood of successful completion. This information includes specific support services available, the need for a student educational plan, and the specific regulations with which they must comply to receive benefits. Counselors, educational advisors, financial aid representatives and the Director of Admissions and Records and Veteran's Affairs helped to facilitate the orientation. The orientations offered and number of students participating will increase in subsequent semesters. Additionally, an orientation will be scheduled at the South Kern campus, the only other site with a significant Veteran student population, during spring 2012 semester.

- Increase and improve the use of the student success class to engage larger numbers of students in meaningful connection to counseling/advising services and student success strategies:
- Increase the number of COUN C101 classes offered by counselors.
- Revise the focus of the curriculum for a greater emphasis on educational planning, career counseling, and the informed decision making process.
- Provide training for all those who will be teaching COUN C101 classes to align syllabi, develop common assignments, share successful activities, and align the counseling focus of the course.

The number of COUN C101 classes was increased from the 2 sections previously offered to 5 for the Fall 2011 and Spring 2012 semester. In order to more fully meet student needs, the number of sections will still need to be increased, though all counselors are currently teaching at least one section of COUN C101. If the currently vacant counseling position is filled, sections will be increased for Fall 2012. Training for all COUN C101 instructors Spring 2011 to align curriculum and share best practices. COUN C101 has been taken to CIC for distance education approval. After Spring 2012, PDEV C101 will no longer be offered onsite nor online. A degree applicable, but not transferable extended orientation will be developed in Spring 2012. Once developed, Basic Skills students will be directed to the course.

**Goal 5: Identify factors that negatively impact student retention and implement early intervention strategies to address these factors.**

**Strategies**

- Review and evaluate the current pathway of services from first point of contact with the college, examine the interactions between students and programs/services at each point along the pathway. Assess whether policies and procedures at each point to determine whether policies and practices help or hinder progress to completion.



- Continue to require ongoing Academic Monitoring and the use of the Early Alert system for early intervention with Student Athletes, Veteran Students, Basic Skills Students, EOPS/DSPS Students.

- Require regular updates to the long-term education plan developed in the first semester of attendance.

Strategies are being implemented to increase the number of students completing a long-term education plan (SEPs) during the first semester of attendance. Counseling is offering ongoing SEP workshops. Board Policy has been changed to require the completion of an SEP in order for a student to receive priority registration during the second semester of attendance. Counseling has developed Pathway documents for the majority of the CTE programs. They will continue to collaborate with faculty on developing Pathway resources for all programs.

- Continue to promote the use of the Early Alert process and to follow up with student referred through the Early Alert process to connect with student support services and/or refer them to the drop process if appropriate.

Early Alert continues to be promoted to faculty 2-3 times per semester. Usage has increased over time, though there are still many faculty not using the system. Student Services will work with the VPAA to promote the use of this follow-up tool. In Spring 2012, we will run a report out of ODS to identify all students who have not declared a specific education goal to engage them in a process for identifying a program of study.

- Identify all students without a declared educational-goal and require them to participate in a strategic exploration and decision making process, no later than the 2<sup>nd</sup> semester of enrollment.

**Goal 6: Insure that Student Services has sufficient resources to provide comprehensive access to students and evaluate current processes and identify and implement targeted strategies to support students at each stage of their experience with Cerro Coso.**

#### Strategies

- Fully implement Student Services reorganization.

Many elements of the student services reorganization have been implemented. Two new administrative roles, the Director of Student and Counseling Services and the Director of Student Programs and Athletics were filled on a one year interim basis for the 2011-2012 academic year. The filling of the positions on an interim basis was to provide an opportunity to evaluate the new structure and to determine if the positions should be made permanent. Based on the evaluation of the re-allocation of this workload, the appropriate placement of administrative work on administrative versus faculty positions, and the direction that these programs are going, the determination was made that these positions should be advertised and filled permanently. These positions have been advertised and will be filled shortly. The additional Financial Aid Technician has been hired.



Some areas of the reorganization have yet to be implemented and addressed. Evaluation is still needed to determine the appropriate staffing for the Special Services Program. Additionally, the recommendation to hire an Educational Advisor to serve the Bishop and Mammoth campuses remains.

- Hire new Financial Aid Technician to increase assistance to students, reduce delays in students being packaged and receiving disbursements.

This position was hired in Spring 2011.

- Offer ongoing Financial Aid application workshops for current and prospective students.

Workshops have been offered sporadically and primarily at the ESCC campus open houses and at service area high schools. The Director of Financial Aid and Scholarships has been asked to develop an annual schedule of Financial Aid workshops to serve all sites and best fit the application filing period for Financial Aid.

- Use Veteran Student listserv for proactive communication and engagement with Veteran Students.

The VA Student listserv is used multiple times a semester to communicate important dates, deadlines, and activities for VA students.

- Develop a plan for targeted workshops to be offered at all sites and online.

Workshops for student educational planning, probation/disqualification, careers and transfer are offered regularly at the IWV site. This will be expanded to the sites and online in the next couple of semesters.

**Goal 7: Enhance Professional Development opportunities throughout Student Services, with less emphasis on individualized professional development and more on comprehensive opportunities that are broadly applicable.**

**Strategies**

- Develop an annual calendar of professional development activities and opportunities for all of Student Services, including statewide and regional conferences and trainings, conference known to be meaningful and practically applicable, speakers and groups applicable to all of Student Services Staff and Faculty, and college wide trainings and professional development opportunities.
- Provide intensive training opportunity focused on Customer Service to all Student Services Staff and Faculty.
- Require coaches, Athletic Direct, counselor and advisor to participate in Professional Development activities particularly focused on improving success, retention, and completion for Student Athletes.



Professional development activities have been provided through ongoing meetings and trainings, conferences at the regional and state level, and participation in District provided professional development. There is still a need to further formalize professional development planning and ensure that professional development opportunities are reflected in each student services employee's evaluation.

**Goal 8: Implement strategies to increase the number of students completing their educational goals and decreasing the time it takes students to achieve completion.**

**Strategies**

- Implement a degree audit program, Degree Works, to allow students to proactively track progress towards educational goals and to be used as an educational planning and intervention tool for counselors and advisors.

Degree Works well on the way to implementation. The current catalog is being scribed and the database developed that is the foundation for use of the tool.

- Check students who have completed 30 units to evaluate progress towards the educational goal. Implement intervention strategies for students who are failing to make progress:
- Intrusive counseling.
- Referrals to Career exploration and decision making resources.
- Required updates to the Student Educational Plan.

These strategies have not yet been implemented, though are planned to begin in the spring 2012 semester. The strategies are consistent with those recommended to promote greater completion and consistent with the types of recommendations made by the statewide Student Success Task Force.

- Check students who have completed 60 units to evaluate progress toward the educational goal. Implement intervention strategies for students who are failing to make progress:
- Intrusive counseling.
- Enforce an enrollment restriction that requires the student to take classes only from an approve plan restricting them to take only classes specifically required for the educational goal.



## **b. Review of Overall Division**

Student Services has weathered through major cuts to categorical funding, disadvantages in resource allocation due to the limitations of the 50% law, consequent reductions to staffing, and ongoing legislative and policy changes that have significantly changed our ways of serving students. A fairly significant change occurred in the leadership structure of student services as a result of the evaluation that took place through the 2010-2013 Reorganization Plan, with the addition of two administrative positions within Student Services. Both the Director of Student and Counseling Services and the Director of Student Programs and Athletics were proposed to address the administrative work being accomplished through faculty release time. Initially hired on a one-year, interim basis, the positions are now being filled permanently.

The overall shift in the direction of the community college system has had a profound effect on Student Services. Historically, much of the focus within Student Services has been on student access and the reduction of any barriers to a student's ability to take community college classes. Access, obviously, is still a focus, but consistent with the nationwide trend, student outcomes are now a greater priority. This shift has major implications for student services and requires a major adjustment to the approach to and delivery of services. This is reflected in the recommendations of the Statewide Student Success Task Force, many of which center on student services. All of the recommendations that impact student services have implications for an increased workload within our programs. This is particularly challenging coming on the heels of a period of major cuts to our program and staffing. Student Services leadership is watching closely these developments. In the meantime, however, our programs have moved forward on planning for the College. This is reflected in the goals and strategies of the College Student Success Plan, as described above.

Consistent with the focus on outcomes is the increased focus on the use and evaluation of data in decision-making. Historically, in our programs, much of the focus has been on usage and satisfaction data. How many students are we serving and how satisfied are they with how we are serving them. While these continue to be important data points, the student learning outcomes and student achievement outcomes associated with our support services have become the greater focus. Student services has engaged in an annual cycle of student learning outcomes assessment, though work is still needed to more effectively integrate this into our annual evaluation, planning and resource allocation processes. A formalized plan for tracking usage, satisfaction and effectiveness data on an annual basis is being finalized and will be a tool to be used for this improved integration.

The plan below reflects the plan for making progress on moving student services in the direction necessary to provide services and support to best contribute to strategic student access, success and achievement.



### c. Goals for Upcoming Year

#### **Goal 1: Increase Student Readiness for College**

1. *Connection to College Strategic Goals:* **Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.**

2. *Specific internal\* or external\*\* condition(s) the goal is a response to:* This is in response to the Recommendations of the California Community Colleges Student Success Task Force and the District and College Strategic Goals.

3. *Action Plan:* Partner with service area high schools to improve college going rates and preparedness for college level course work:

- Facilitate maintenance of existing and development of new articulation agreements.
- Continue to facilitate concurrent enrollment and virtual high school programs.
- Continue to offer the components of the Matriculation at service area high schools.
- Through Hewlett grant fully implement use of Early Assessment Program. Work with high schools to assist with interventions for students not yet at college level.
- Explore transition to diagnostic version of Accuplacer and the possibility of piloting with service area high schools.
- Develop summer bridge opportunities through Special Services, Counseling and STEM grant.
- Provide an extended orientation opportunity for high school students and their parents prior to the beginning of the fall term.

4. *Measure of Success:*

- Improvement in the annual high school yield rate
- Increase in the number of students placing into college level reading, English and math.
- Increase in the number of service area high schools students beginning their first term as regular admission students with college credit already earned.

#### **Goal 2: Strengthen support for entering students.**

1. *Connection to College Strategic Goals:* Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.

2. *Specific internal\* or external\*\* condition(s) the goal is a response to:* This is in response to the Recommendations of the California Community Colleges Student Success Task Force and the District and College Strategic Goals.



*3. Action Plan:*

- Increase the number of students completing the Matriculation process.
- Through Student Learning Outcomes, identify any gaps in student learning within the orientation process.
- Implement the diagnostic version of Accuplacer.
- Continue to develop and offer extended orientations for special populations of students. Determine ways to incentivize these orientations, so that greater numbers of students will participate.
- Respond to change in Board Policy and increase the number of students with a completed education plan prior to the second semester of registration.
- Provide Financial Aid workshops to assist students in completing the application process in a timely way.
- Develop and provide a preparedness assessment for new students to take prior to enrolling in an online course.
- Comprehensively review and revise all Student Services online information and services.

*4. Measure of Success:*

- Increase in number of students completing the Matriculation Process prior to enrollment
- Improvements in success, retention, and completion

**Goal 3: Create a better structured pathway for student success and completion.**

*1. Connection to College Strategic Goals:* Improve our response to community needs through customized educational opportunities, area workforce development, and quality student services.

*2. Specific internal\* or external\*\* condition(s) the goal is a response to:* This is in response to the Recommendations of the California Community Colleges Student Success Task Force, District and College Strategic Goals, and the need to improve student success and retention.

*3. Action Plan:*

- In collaboration with departments, complete Pathway documents.
- Intervene with students who have not declared a major by the second semester of attendance.
- Monitor student progress toward the completion of the declared educational goal at key points:
  - 30 units
  - 60 units





- Implement Degree Works as a tool for both Counseling and students to proactively monitor progress towards an educational goal.

4. *Measure of Success:* Improved success, retention and completion.

**Goal 4: Improve Basic Skills support.**

1. *Connection to College Strategic Goals:* Improve Service To Under-prepared Students and Increase Their Success Rates

2. *Specific internal\* or external\*\* condition(s) the goal is a response to:* : This is in response to the Recommendations of the California Community Colleges Student Success Task Force, District and College Strategic Goals, and the need to improve student success and retention.

3. *Action Plan:*

- Combine Matriculation Advisory Committee and Basic Skills Committee into Student Success Committee to better coordinate Basic Skills support
- Implement diagnostic version of Accuplacer
- Require Basic Skills Students to participate in support services
- Require all Basic Skills students to develop a Student Educational Plan with a counselor
- Develop and offer COUN C070, a degree level, but not transferable student success course, to be paired with lower-level Basic Skills courses in reading, English and math
- Develop a partnership with service area adult schools to refer students without a high school diploma or GED for lowest levels of reading, English and math remediation

4. *Measure of Success:*

- Improvement in Basic Skills improvement rate.
- Improvement in success and retention rates for Basic Skills Students.

**Goal 5: Increase student engagement**



1. *Connection to College Strategic Goals:*
2. *Specific internal\* or external\*\* condition(s) the goal is a response to:*

3. *Action Plan:*

4. *Measure of Success:*

- 

## RESOURCES

### a. Facilities

#### **Admissions and Records:**

No facilities requests made in the unit plan, but space for Admissions and Records functions will need to be considered as planning for the South Kern site progresses.

#### **ASCC**

No facilities requests made

#### **Athletics**

1. Repaint Gym Floor- This request is a compliance issue. The rules have changed in basketball to make the three point line the same for men and women. This will necessitate repainting the lines on the gym floor.
2. Terrace Baseball Seating- This is not a compliance issue, though could be a safety hazard as the majority of the current seating is on an open hillside with no railings nor defined steps. Though not highest priority, it is something to consider in overall facilities needs.



### **CalWorks**

No facilities requests made

### **Counseling**

While an ultimate goal is to develop a “one stop” student services center at the IWV campus, until a complete one stop is possible, a more immediate goal is to get all of Counseling services (Counseling and Special Services) co-located on the second floor of the main building at IWV. This co-location would allow for efficiencies of supervision and staffing and better coordination of counseling services for both institution and students. Though not co-located, it would also bring all of counseling services in close proximity to Financial Aid, an additional benefit as these two programs must work very closely together. In light of the goals of the College Student Success Plan and Statewide Student Success Task Force recommendations, this request is a high priority. Depending on how the space is reorganized, this could have impact on other programs, as well.

### **Financial Aid**

In the IT request section, Financial Aid at IWV is requesting 3 computer stations in the office lobby on which students will be able to complete the FAFSA in an assisted environment. Furniture to accommodate these stations will be needed. One of the stations will need to be wheelchair accessible. Space will also need to be re-arranged in Financial Aid to accommodate these stations. Space is very limited in the office, so this may require storage space to materials from the office. This is a high priority. The application process has become much more complex and student errors significantly increase the time it takes for a student to be processed. Providing a place for students to complete the application with assistance will significantly reduce errors and processing delays.

Space for Financial Aid functions will need to be considered as planning for the South Kern site progresses.

### **Matriculation**

As planning progresses for changes to the South Kern site, space for providing student and matriculation services needs to be considered. This space will need to accommodate the ability to provide:

**Orientation-** Available time in a classroom or computer lab will suffice

**Assessment testing-** If testing is to be done on a drop in basis only, then space for 2-3 computer stations will be necessary. If there is demand for group testing, then additional time in a computer lab will be necessary.

**Counseling/advising/educational planning-** This will require space for a work station with some level of privacy for working with students.

### **Special Services**

Please see request in Counseling above



### **Student Services**

#### **IWV**

There is an urgent need for a One Stop Student Services Center at the IWV campus. This has been in the planning stages for a number of years, but with funding challenges, it has been delayed. In the Recommendations of the California Community College Task Force, the task force specifically recognized the value in an integrated “one stop” student services center. The potential benefit to our students and programs is significant enough that we should continue to explore possibilities for accomplishing this integration.

#### **Veteran’s Affairs**

No facilities requests

### **b. Information Technology**

#### **Admissions and Records:**

1. **DegreeWorks implementation-** While the initial stages of DegreeWorks are being coordinated at a District level, eventually, there will be the need for college implementation. It is unclear, at this point, what this will mean for our IT staff, but we wanted to make sure that this was reflected in the unit plan and in the context of overall IT planning. This is a high priority.
2. **Hershey Imaging-** This is a related item. Currently, we have an imaging system for archiving incoming transcripts, BOSS. This imaging system is a stand-alone system and only images and stores the transcripts. For DegreeWorks to be fully functionally and useful, we need to be able to image the incoming transcripts and have them uploaded to DegreeWorks to be considered in a student’s education plan. Hershey imaging is the only system that will give us that functionality. The other two colleges already use Hershey. Without imaging that works with DegreeWorks, the system will only be able to provide degree audit information to students who have completed all of their course work at Cerro Coso. This is a major limitation and one that will severely limit the benefit of DegreeWorks.

**ESCC**



**Computer Kiosks-** The kiosks would be to give students access to Admissions and Records functions at the window, like we currently have at the IWV campus. For all of the reasons it is necessary and beneficial here, it is needed at the ESCC campuses. The request is for laptops, though it is likely we can use the same “thin client” system that we will be using in Financial Aid.

#### **ASCC**

**Laptop replacement-** Director of Student Programs and Athletics needs an updated laptop, though this should be reflected in the replacement plan. The current laptop is 4 years old.

#### **Athletics**

**Laptops for head coaches-** Since coaches have to maintain and report game statistics and information at home and on the road, laptops would be helpful to the coaches. However, this is definitely a helpful enhancement, but not crucial to the programs. If there are unused laptops as a result of replacement, they might be used for this purpose.

#### **CalWorks**

##### **IWV**

**Computers in Career Center need to be replaced-** These computers provide student access to career exploration resources and information. They also provide a place for students to work on applications and resumes with the assistance of the Job Development Specialist. While these are used by all students, they are particularly important to CalWorks students who are often looking for or preparing for employment. The current computers are getting to the point that they are too slow to be useful to students. The computers do not have to be new, just newer. From a student success standpoint, this is a high priority.

#### **Counseling**

##### **South Kern**

**Updated computers-** The computers used for counseling and assessment at the current SK location are out of date, slow and do not have all of the necessary software for counseling purposes. It is important to provide equitable counseling support to students at all sites, which is difficult to do with the current computers. This is a high priority.

#### **All Sites**

**Standard software tools for counseling/advising:** There are a basic set of tools required by all counselors and educational advisors at all sites. We have had varying levels of success with maintaining these tools on all stations, at all sites. The following needs to be on the computer of every counselor/education advisor:

1. Adobe Standard
2. Laserfische
3. SARS
4. Spark



5. CollegeSource with TES (Transcript Evaluation System.)

This is high priority as any one of these missing tools will disrupt the efficiency and accuracy of providing counseling/advising to students.

**Financial Aid**

**IWW**

**Computer stations-** Financial Aid is requesting 2-3 computer stations for the Financial Aid office lobby to allow for student to complete the application process and check on their processing status in the office where they have assistance from a trained staff member. The application process has become much more complex and student errors significantly increase the time it takes for a student to be processed. Providing a place for students to complete the application with assistance will significantly reduce errors and processing delays. As we have discussed, because of the limited function that will be needed, we are happy to pilot the “thin client” system instead of having traditional computer stations.

**New printer-** The office networked laser printer, which is very heavily used is not functioning correctly and needs to be replaced, if repair is not possible.

**Matriculation**

No IT requests

**Special Services**

No IT requests

**Veteran’s Affairs**

No IT requests

**c. Marketing**

**Admissions and Records:**



No marketing requests made

### **ASCC**

ASCC requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

**Marketing for ASCC Card Sales-** There is a need to improve the marketing for the card. Card sales have declined dramatically. ASCC will be launching a campaign to get better benefits and sponsorship for the card. Along with this, better marketing materials and advertising will be needed to promote the benefits of purchasing a card to students. This is essential to sufficient support for student activities.

**Recruitment of Students-** Student engagement is a well-recognized retention strategy. Marketing the activities and engagement opportunities available through Student Activities is a key strategy for attracting students to the different offices, leadership opportunities and clubs supported at the college.

**Marketing of Events-** Along the same lines, Student Activities relies heavily on print and radio advertising of the different events sponsored throughout the year for students and the community.

### **Athletics**

Athletics requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

- Brochures
- Game Programs
- Marketing and advertising large scale fundraising and community events, such as Annual Celebrity Athlete Dinner

### **CalWorks**

**No marketing requests made**

### **Counseling**

Counseling requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. There are a few main events for which additional marketing and advertising assistance is needed:

- Preview Day
- Transfer Awareness Month
- I'm Going to College

### **Financial Aid**

Marketing materials for Financial Aid are particularly important, however, the vast majority of these materials are provided to the program by



FAFSA or another associated organization. Because of the increasing need for students to apply early for Financial Aid in order to be processed in a timely way, Financial Aid would like to begin issuing press releases promoting the important application filing dates. Along these same lines, it is equally essential for students to monitor the application process and respond quickly to the need for any additional information or corrections. Financial Aid would like to publicize the schedule of Financial Aid workshops they will be offering students.

### **Matriculation**

Matriculation requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

**Orientation:** There is a need to continue to provide current orientation materials and expand and improve on current materials. As one of the first meaningful interactions the institution has with students, the quality and effectiveness of orientation materials is important. While the funding for this is typically provided by the Matriculation budget, the assistance of the print shop is required. Similar to Financial Aid and consistent with the effort to increase the number of students completing the matriculation process, the program would like to begin using other media to publicize the Matriculation schedule of orientations, assessment, etc.

**Planners:** For a number of years now, Student Services has produced a combination student handbook and planner. The handbook contains essential information, procedures, rights and responsibilities for students combined with a planner to provide students a time management and scheduling tool. The production of the planner is outsourced and is typically paid for by Matriculation funds, though for the planner this year CTE and Matriculation combined resources to produce a planner that fulfilled the needs of both programs. Resources are not requested to fund the planners, the request is for assistance with the layout, organization and presentation of the material in the planner from our Graphic Designer.

**Matriculation Completion Campaign:** A major area of focus for student services will be a campaign to increase the number of students completing the Matriculation process. The components of Matriculation have been demonstrated to have a direct relationship to student success, but Cerro Coso has a disproportionately small number of students completing this process. Student services would like to launch a marketing campaign to promote student awareness and completion of this process.

### **Special Services**

Special Services requires marketing materials and advertising assistance on an ongoing basis for a variety of activities. The following are some particular areas of focus for next year:

- The annual Special Services Calendar of Events
- Special Services brochures
- Programs for the Special Services Award and Recognition Ceremony

### **Veteran's Affairs**

Veteran's Affairs will need assistance with the marketing and advertising of the annual Veteran's Awareness Day event, in particular, and with Veteran's Services and deadline, in general.





## **Student Services**

### **All Programs**

There is an urgent need to review and revise student services information, processes, and services online. A large scale project to improve the consistency, currency, clarity and accessibility of student services online will be a major priority for next year. The support and assistance of the Web Content Editor will be essential in this effort.

## **d. Professional Development**

**Many opportunities for professional development for student services programs are provided at the regional and state level through the Chancellor's Office and through professional organizations. Because of this, professional development planning and requests are presented in the following categories:**

***Regional and State Meetings, Trainings and Conferences:*** All of the programs within student services have regional and statewide professional development requirements and opportunities. The directors of the programs are connected to and engage within Region 9, though the degree varies from program to program. Similarly, all programs, with the exception of athletics, have annual trainings and conferences offered by the Chancellor's Office. For athletics, both the Foothill Conference and the Commission on Athletics, host quarterly meetings and annual conferences. These opportunities are essential to the effectiveness and currency of the programs and must be regularly attended. The student services unit plans all reflect requests to continue to actively participate at the regional and state levels, as is appropriate for the programs. As much as possible, this is supported by categorical funding, though resources are not always sufficient to accomplish this. An example is the need for general fund money to have counselors and educational advisors attend the transfer conferences, an area where the practice is constantly changing and where currency is essential, but there is no categorical funding is provided to support this.

***On-campus Staff, Faculty, and Manager Development:*** Coordination across student services is key to the effectiveness and efficiency of serving students. Once a semester, all student services staff and faculty meet for training, coordination and professional development. Key areas of focus for next year will be:

**Customer Service:** This is a continuous focus for student services is customer service, with a focus on how this impacts student success and retention. Next year, the results of the satisfaction with services survey will be used for training purposes and to determine the areas of focus for this training.

**Data Integrity:** Most student services programs enter and submit MIS data, which ultimately impact the evaluation of the effectiveness of the program and the institution. Next year we will focus on when and how this information is recorded, evaluate any inefficiencies or errors in the process and provide training for those front line practitioners to ensure the accuracy of the data recorded.

**Coordination in promoting services:** Better integration of student services will ensure that students are appropriately referred to



needed services. This integration will begin with more cross-training between programs, so that each program understands the work of the other and can appropriately promote and refer students to services that will assist in student success and completion. One starting point for this is development of a comprehensive understanding of the importance of the Matriculation process, so that all programs are regularly referring students to the steps in this process.

**Maintaining Currency and Accuracy:** All student services are governed by Title 5 and Board Policy. It is essential to track and communicate changes to these policies and the effects on how we serve students. This is particularly important now, as changes are occurring with greater frequency than at any other time in student services at the state and district levels. The Student Services Executive Council will continue to meet regularly, as will the program Directors with their staff.

**Student Learning Outcome, Planning and Evaluation:** While student services has engaged in student learning outcome assessment for several years now, it still has yet to be effectively integrated into our planning and resources allocation cycles. Student Services Executive Council will be focusing on training and professional development in this area in order to prepare for better engaging all staff in these processes.

**District Collaboration and Coordination:** Along these same lines, program Directors will remain proactively engaged and active in District coordination of services.

#### e. Staffing

##### **Admissions and Records:**

###### **Administrative**

**Director of Admissions and Records and Veteran's Affairs-** The current director has announced his retirement at the conclusion of the 2011-2012 academic year. This position is a high priority position to re-fill and essential to the functioning of Admissions and Records.

###### **Other**

There may be a need for some one time support for scribing of additional catalogs to get DegreeWorks fully implemented. This would be one time, hourly work. There is the possibility of a District consultant to assist with this, but the details of this person's potential role are unclear.



## ASCC

### Administrative

**Director of Student Programs and Athletics-** For the 2011-2012 academic year filled on a one-year interim basis. Evaluation has determined the need to fill on a permanent basis. Position is currently being advertised.

### Classified

**Department Assistant II increased to a 12 month position-** The current position is a 9 month position. This is problematic for the programs served by this position, as much of the planning and preparation for the activities of the following year can and should be taking place over the summer. This will be particularly an issue with the addition of sports teams, who will add to the workload of POs to be processed, travel arrangements to be made, and scheduling to be done.

## Athletics

### Administrative

**Director of Student Programs and Athletics-** For the 2011-2012 academic year filled on a one-year interim basis. Evaluation has determined the need to fill on a permanent basis. Position is currently being advertised.

### Coaches

As described in the unit plan and in the plan for athletic restoration, there is a need for additional coaches. Part of this is a compliance issue. We are currently out of compliance with Title IX. The window we have for addressing this before being sanctioned is closing. In order to maintain athletics at all, we will need to increase our number of women's sports and the number of women participating in those sports. Obviously, the restoration of men's basketball is not a compliance issue and may seem counter-intuitive to addressing the issue with Title IX, however, compliance is only one consideration in athletics restoration. Based on the tentative plan for additional sports next year, which has changed since the completion of the Athletics Unit Plan, the following coaching staff would be needed:

1. **Women's Volleyball Coach-** Based on annually required three-part test, we are out of compliance with Title IX. The required submission of the R-4 which demonstrates our status on Title IX and the outcome of the external program review by the Foothill Conference has placed much more intense scrutiny on our lack of compliance. We have a very short timeline for coming into compliance or being sanctioned. The Athletics Restoration Plan describes a plan for addition and restoration of sports that will bring us into compliance over the next two years. The addition of women's volleyball is one step in this plan.
2. **Men's Basketball Coach-** In addition to compliance is the intent to return aspects of student life to Cerro Coso and to provide more opportunities for student engagement. Based on the internal and external surveys conducted, there is high demand and support for men's basketball. Men's basketball has the added benefit that, in the Foothill Conference, men and women play on the same nights, which creates efficiencies in support staff, referees and travel.
3. **Co-ed Cross Country Coach-** Along these same lines, cross country is a sport that was highly ranked in demand and support. There are strong programs in both the schools and community to provide partnerships for this sport. Additionally, it is an inexpensive sport to add because of the lack of required equipment and would give us an opportunity to use the beautiful facilities we already maintain.

### Assistant Coaches



**1. Men's Assistant Basketball Coach-** See justification above

**Classified Staff-**

1. **Full-time Athletic Trainer-** The Commission on Athletics requires that we have an Athletic Trainer present at all games and providing ongoing care and prevention for student athletes. We have tried unsuccessfully for years to attract a part-time Athletic Trainer. We have patched together different ways to meet this need. However, with the adding sports, it is essential that we add a full-time Athletic Trainer for safety and compliance.

**CalWorks**

No staff requested

**Counseling**

**Administrative**

**IWW**

Director of Student and Counseling Services- For the 2011-2012 academic year filled on a one-year interim basis. Evaluation determined the need to fill on a permanent basis. Position is currently being advertised.

**Faculty**

**IWW**

Counselor- The one-year interim position for the Director of Student and Counseling Programs is currently filled by one of the full time counselors from the Counseling and Special Services Programs. Should this counselor be the successful candidate for the permanent administrative, the full-time counselor position will need to be replaced.

**South Kern**

Adjunct Counseling- Additional adjunct counseling hours are needed to meet student needs at the South Kern sites and to meet the increased activity associated with implementing strategies of the Student Success Plan and to respond to the strategies defined in the Student Success Task Force, many of which will directly impact the workload of counseling.

**Classified**

**ESCC**

**Educational Advisor-** This position would serve both ESCC campuses. This is one of the positions identified in the 2010-2013 re-organization plan and is reflected in the ESCC section plan.

**South Kern**

**Educational Advisor-** This is one of the positions identified in the 2010-2013 re-organization plan as necessary minimum staffing for a



site.

**Financial Aid**

No staff requested

**Matriculation**

No Staff requested

**Special Services**

**IWV**

Currently, there is a gap in support in Special Services with a Department Assistant III position that we chose not to replace and a staff member who has been out long-term on leave. Special Services has work that is not being addressed with this staffing reduction. This gap will ultimately need to be addressed through either temporary support or a permanent position.

**Veteran's Affairs**

No staff requested